DOCUMENT RESUME

ED 089 257 CS 001 033

AUTHOR Greer, Sandra, Ed.
TITLE Reading in the Secondary School.
INSTITUTION International Reading Association. Kansas State Council.; Kansas State Coll. of Pittsburg.
PUB DATE Jul 73
NOTE 32p.
JOURNAL CIT Reading Quarterly; v6 n3 p69-98 July 1973

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Basic Reading; *Critical Reading; Reading; Reading Development; Reading Improvement; *Reading Instruction; *Reading Materials; Reading Skills; *Secondary Grades; *Teaching Techniques; Vocabulary

ABSTRACT

This summer issue of the "Kansas Reading Quarterly" is devoted to secondary reading. Although the articles were written with the junior and senior high teachers in mind, many of the ideas can be and have been adapted for use in the elementary grades. The articles include "Black and White and Read All Over," which discusses ways to create interest in newspapers, producing a school newspaper, building vocabulary by using the newspaper, use of headlines, study of cartoons and comic strips, teaching critical reading, newspaper games, and motivating students to read; "A Reading Lesson--Its Form and Format," which presents an outline format of the directed reading lessons; "Happier,...? Wiser, Yes," which discusses how propaganda can be taught in a critical reading course; "Be Quiet, I'm Reading!" which discusses the Sustained Silent Reading approach; and "Remedial Reading Material for Junior and Senior High School Students," which is a list of [teacher tested] materials divided into two major categories--high interest-low vocabulary materials, and supplementary, enrichment, and skill building programs. (WR)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 089257

Theme:
READING IN THE SECONDARY SCHOOL

READING QUARTERLY

VOLUME 6, NUMBER 3 JULY 1973

Sandra Greer	68	LETTER FROM THE EDITOR
Barbara Quec	69	BLACK AND WHITE AND READ ALL OVER
Richard D. Robinson	77	A READING LESSON— ITS FORM AND FORMAT
Byron D. Moats	80	HAPPIER, ? WISER, YES
Virginia Faye Brunner	82	BE QUIET, I'M READING
	87	BOOK REVIEWS
Nancy Lynn Hall	88	REMEDIAL READING MATERIAL FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

DR. SANDRA GREER, *Editor*
Kansas State College of Pittsburg
Pittsburg, Kansas

as 001 033

Letter from the Editor:

Dear Reader:

The Summer issue of the Kansas *Reading Quarterly* is devoted to secondary reading. Although the articles were written with the junior high and senior high teachers in mind, many of the ideas can be and have been adapted for use in the elementary grades. There should be something for everyone.

Deadline for the receipt of material for the Fall-Winter issue is September 15. For inclusion in that issue, local IRA councils are encouraged to send their 1973-74 slate of officers to the editor, as well as any calendar events which they would like publicized.

Please direct your comments and suggestions concerning the *Reading Quarterly* to the editor.

Sincerely,
SANDRA GREER, *Editor.*

STATEMENT OF POLICY

The *Reading Quarterly* is a joint publication of Kansas International Reading Association and Kansas State College of Pittsburg. The contents of the *Reading Quarterly* do not necessarily reflect or endorse the opinions of the editorial staff or the members of Kansas IRA.

Black and
and
All

BARBAR

Of course, it's a ne
a very funny one at th
be black and white, b
Well, Mom and Dad a
are too. But maybe t
to read a newspaper.
classes take a break
enough to read the mo
quit school tomorrow
a newspaper, if only t
if this is the "classic"
sure that they will be

Many teachers may
sheer fear that it migh
realize the resources
results, most will agre

Cre

One of the first pro
the material used is t
ever, since most stud
time activity, creating

One of the best wa
call the nearest daily
the paper for each st
involved may bring
many papers have spe
copies free of charge.
the first day of scho
paper on their own, a

Black and White and Read All Over

BARBARA QUEEN

Barbara Queen is an English instructor at Webb City Senior High School in Missouri.

Of course it's a newspaper. And yes, it is an old joke—and not a very funny one at that. But it isn't always true! A newspaper may be black and white, but it isn't necessarily read all over. Why not? Well, Mom and Dad are usually too rushed, and maybe the children are too. But maybe the real problem is that they don't know *how* to read a newspaper. After all, how many high school English classes take a break from Julius Caesar and Silas Marner long enough to read the morning paper? And yet, if a high school student quit school tomorrow and never read anything else, he would read a newspaper, if only to look for a job in the want ads. Therefore, if this is the "classic" most people will be reading, why not make sure that they will be able to get the most from what they read?

Many teachers may be reluctant to use newspapers in class from sheer fear that it might be frowned upon. But once they try it and realize the resources a newspaper offers, and once they see the results, most will agree that it was time well spent.

Create Interest In Newspapers

One of the first problems an English teacher faces regardless of the material used is that of creating an interest in reading. However, since most students consider reading newspapers a leisure time activity, creating interest is not so much of a problem.

One of the best ways to start a unit on reading newspapers is to call the nearest daily newspaper office and have enough copies of the paper for each student delivered to the school. The expense involved may bring cries of "No" from the administration, but many papers have special rates for schools, and some will even give copies free of charge. One teacher placed these copies by the door the first day of school and let the students browse through the paper on their own, and even added records for background music

on following days. Her idea worked, and students looked forward to their reading time and it became a part of the class routine for the rest of the year. This interest in reading was carried over to other reading material, and by studying various reading skills with the papers, reading problems improved. (Johnson, 1970.)

Another way to create interest in reading newspapers is to use material other than the newspaper itself. For example, there are many films available which explain the procedure involved in printing newspapers, or covering news events and reporting them. Speakers who are well informed and familiar with newspaper work can also add to a student's knowledge as well as help create interest in reading the end product of their topic. These speakers could be personnel of a local paper, a large near-by daily paper, or even the sponsor of the school paper.

Visit the City Newspaper Office

If arrangements can be made, it might also be beneficial, as well as educational, to visit a newspaper office and see, first hand, the steps involved in printing a paper. If it is impossible to go to the newspaper office, it might be possible to bring part of the office to the class. Examples of wire service news can help explain how we get news from far away places. Mats, proof, and press plates can become visual aids to add to a student's appreciation of the paper.

Making a scrapbook can become an interesting project for even the slowest student. This can include everything from finding examples of datelines, by-lines, wire service news, mistakes missed by proofreaders, and even obituaries, to a major news story that is followed for several days, to articles that were of personal interest to the student.

Simply giving the student free time, to read whatever he wants can help create an interest in reading, because it eliminates the anxiety sometimes associated with reading for a grade, or reading to find answers that will be either right or wrong.

There are many special projects that can accompany the newspaper unit as class projects, or on an individual basis. Students might enjoy clipping articles that they think will still be in the news the following day, and those they think will be historically important fifty or one hundred years in the future.

One section of the newspaper that most students will need to be taught to read is the stock market report. After students understand how to read this page, an assignment could be made to "buy" a few stocks and then follow the report to see what gains and losses would have been made.

Produce A School Newspaper

After studying the newspaper, students could try producing their own paper containing articles written by class members. The articles could include examples from all the areas of the paper studies such as editorials, cartoons, news stories, human interest stories, and even want ads.

Once students have an interest in reading the paper, various reading skills can be taught using examples from the paper. One skill that can easily be developed by means of newspapers is vocabulary. While reading the newspaper, most students will encounter words completely new to them. And as one study by Johnson (1970) showed, vocabulary words are easier to learn in the context of a newspaper story than from a word book list.

One of the first things students will encounter while reading newspapers, will be the different sections of the paper. Each of the words of these sections must be understood so that students will know what type of articles and information will be found there. As each of these sections are studied separately, there will be many more words that may be new to students. News stories sometimes include words that students may not know, but will need to know to understand the article. A teacher can point out these words to the student, or students could make their own list of new words.

A student who learns the meaning of the word "indicted" will remember that meaning much longer if he reads a story about someone who was indicted, than if he memorizes the meaning from a mimeographed list of vocabulary words. If a student doesn't know the meaning of "indicted" or "propaganda" he probably would not even attempt to read an article which contained either of these words in the title.

Once the article is read, the student is apt to encounter other words that will need to be defined. Another advantage in using words from newspapers for study, is that many words that are likely to be frequently heard such as paper tiger and oil slick will be encountered, while these same words would almost never appear on a standardized vocabulary list. But, these are words that students hear, and could be using, when they discuss many problems that are of importance to them and to the world.

Build Vocabulary

It also should be pointed out that each section of the newspaper contains words that are peculiar to that particular subject. A weather report usually appears on the first page of every paper. Yet who would read about the "barometer" and "precipitation" if they didn't know what they were? A. I. who knows what the

might be found just by reading the weather report? Like, what was the bright star you saw just below the moon last night?

Many boys are attracted to the sports page, but girls might be too if they understood the sports terms used there. Many of the boys who were reluctant to talk in class might be more than willing to explain some sports terms. Students will also find that some words have different meanings when used in different areas. Most people use the word "completion" to mean something is finished. But is that what it means in a sports article about football?

The stock market report is probably avoided for the simple reason that most people don't understand it. Yet, everyone has heard of Wall Street, and it is important to the country so why not try to understand it. Here again, students may be amazed to find that "volume" doesn't refer to how loud the stereo is! The stock market report also offers something else to study—abbreviations. Many abbreviations can be found throughout the newspaper and to fully understand what is talked about, it would be necessary to know what the letters stand for. This could begin with students listing all the abbreviations they can find in their papers and then identifying them.

Use of Headlines

Another reading skill that many high school students will have trouble with is finding and stating the main idea of a paragraph or longer selection. Karlin (1964) states, "The concept of what constitutes a main idea must be developed in the student. The teacher may wish to begin by referring to a newspaper headline that tells the whole story . . ." Headlines do provide an excellent source for teaching the reading skill of finding the main idea. One activity that can be used is to give students several articles with the headlines cut off and have them match the article with the correct headline. After students have examined how writers arrive at their headlines, they can practice writing their own headlines for articles. Often these headlines are better than those originally on the article.

Students also need to realize that writers put ideas and sentences in a logical order. One activity to emphasize this is to scramble sentences in an article and have students work individually or in groups of four to five to rewrite the article as they think it originally was. Students can also get practice organizing ideas by writing their own articles. Writing assignments may not appear to be directly related to teaching reading skills, but for a student to learn how to properly write examples of stories, he will need to read

examples written by others. Also, if a student can realize how articles are arranged in order, he can also train himself to look for this arrangement of ideas as he reads, and thereby help increase his comprehension and understanding of what is read. If a student writes a "how-to-do-it" article he will have to know how to put things in logical order, training himself to the logical order of steps he may encounter in math or science classes.

Newspapers also provide the student with articles written on many different levels. News stories are written for facts and students learn to look for those facts. Human interest stories are written for interest, to amuse, entertain, and also to inform, but there is a difference between these and straight fact news.

Editorials can present a reading challenge to students. These too have their own vocabulary words. Not only are these words to study for their literal meaning but also for their implied meaning. Along with studying editorials, students could look at denotative and connotative meanings of words. This could help students realize how some writers intentionally select their words to create a certain opinion in their reader. High school students should be made aware of this so that they can separate what is fact from what is a slanted view of a subject. Editorials are a very good place to point out the uses of words. Students should also look for editorializing in news articles and slanted views of the news. Of course, practice is one of the best ways to fully realize this and writing editorials or activities that require students to write examples help students realize the power of words.

Cartoons Area of Study

Cartoons and comic strips are also worth reading in class because not only are they enjoyable, it is one section of the paper that is usually read. However, students should realize the real message some cartoons, especially political cartoons, carry.

Advertisements also deserve consideration because, like editorials, they often carry a slanted view. Students usually enjoy looking for examples of slanted ads and rewriting them in a more honest light.

Another reading skill that can be taught using newspapers is scanning. Since all articles have headlines, students can scan these to find those they would be interested in reading. The article can then be scanned to find the important details so the student will know if he wants to spend time reading the entire article. Sometimes scanning is all that is necessary to obtain the information

from an article. This is a valuable skill when reading a paper, because it would take all day to read every word of a large city daily paper, and yet, by scanning, the important news, as well as articles of individual interest, will not be missed.

One way to help students learn to scan articles is to draw parallel lines down the center of an article. Ask students to scan the article to find information that can be found in the center part of lines. Questions can also be asked that can be answered from information from various parts of the paper. For example, you might ask a question that includes the name of a person who was in the headlines. Students can scan headlines to find the article that is about that person and then scan the article to answer the question.

Teach Critical Reading

Reading newspapers can also be beneficial to students because it offers many opportunities to do some critical thinking. As a student follows important news items, he begins to draw conclusions from the material he has read. A very good example, and a very good opportunity for students was available in 1972. During an election year, the paper will, without a doubt, carry many, many articles on the beliefs and aims of candidates. By closely following these articles, a student can get information about the candidates and from what he reads, he can draw conclusions about the qualifications and potential of the candidates. From these conclusions, he can form opinions as to whom he thinks is best suited for the political office. After he has formed an opinion, he then makes his decisions for whom to vote. Thus, the student has done critical thinking to arrive at what might be one of the most important decisions he will ever make. Of course, critical thinking doesn't have to be on so large a scale. But, students are often called upon to use critical thinking in reading assignments in class textbooks, and a newspaper is very good training ground.

Newspaper Games

Many games can also be used to teach reading skills with a newspaper. Not only can these be fun for the students, but they help create interest, and—they teach.

Crossword puzzles can be made from the words that appear in the paper. Select the words to be used and then place them in an arrangement that will have identical letter crossing. Information to determine the needed word could be taken from the article the word appeared in.

Pictures of people who were in the news can be useful in descriptive writing. Show the picture to the class and have them make a

list of all the descriptive terms that fit that person based on what was read about him.

Newspapers may also provide activities to help students' listening abilities. Articles can be read aloud and then students asked the following questions: Who? What? When? Where? Why? and How?

Another activity is to send three or four students from the room and read an article from the paper to the rest of the class. Have students return one at a time. The first student to return is told about the article read by a student who stayed in the room. Then, he tells the next student and so on. After all have returned, re-read the article to see how accurately the story was followed.

Newspapers contain many articles that involve doing things in a sequence. These can be read aloud, and students asked to tell the steps in order.

An abundance of ideas for writing ideas can be found in newspapers. Articles can be copied omitting all punctuation and capitalization. Students can then correct articles and check with the originals. Interesting ideas for story starters can be clipped from papers and taped onto a piece of paper. These can be passed around the room and students can select ideas to write about. (Cheyney, 1971.)

Reasons for Reading

One of the main goals of a teacher when teaching reading, regardless of the material used, is to help the student develop an appreciation for what is read, and thereby an appreciation for reading. As stated before, most students don't object to reading newspapers as much as they might object to reading poetry or a play. Therefore, it is easier to get them to read, and by carefully pointing out the resources of a paper, it becomes easier to also develop a sense of appreciation for what is read. However, this appreciation doesn't stop with newspapers. As students become interested in reading papers, they begin to see the value of reading and the necessity, as well as the pleasure, of being well informed. Therefore, this interest in reading can easily be transferred to other material. A good pattern to follow—especially with reluctant readers—is to introduce magazines, then paperback books, then resources of the library, and from there, the student, it is hoped, will be interested enough to carry on on his own.

Newspapers can be a very educational tool for the classroom. For not only can it help develop the reading skills mentioned previously, it can educate students in an unlimited number of topics.

And, this knowledge helps prepare a student for the world he lives in, because these topics will be those that concern the whole world right now. Textbooks become outdated, and unfortunately too few schools can afford to keep replacing them with the most current issue. But a newspaper is probably the most current reading material anyone can read. Just one more reason why newspapers should be understood, appreciated, and *read all over.*

References

Bradburn, J. L. Teach from the newspaper, *Balance Sheet*, 1961, 43, 109.

Carlsen, R. H. The interest rate is high, *English Journal*, 1970, 59, 655.

Cheyney, A. B. Teaching reading skills through the newspaper, IRA Service Bulletin, 1971.

Cran, Y. Newspaper as a teaching aid, National Association of Secondary School Principals Bulletin, 1967, 51, 64.

Crisuola, N. How to teach the art of reading a newspaper, *Grade Teacher*, 1964, 22, 30.

Johnson, L. S. If it's fun it can't be reading, *English Journal*, 1970, 59, 837.

Karlin, R. *Teaching reading in high school.* Indianapolis: - Bobbs-Merrill, 1964.

Sanders, B. The recalcitrants, *English Journal*, 1970, 59, 105.

Sanders, B. *Mad* magazine in the remedial English class, *English Journal*, 1970, 59, 266.

Sanders, B. New reading on reading, *Time*, 1971, 99, 59.

Secondary School Books Available

Several publications on secondary reading are available from IRA.

"Trends and practices in secondary school reading" # 801 by A. S. Artley, 1968. 131 pages.

"Reading instructions in secondary schools" # 102 edited by M. J. Early, 1964, 149 pages.

"Reading programs in secondary schools" # 323 compiled by W. Hill and N. Bartin, 1971, 16 pages.

For further information, write IRA, Six Tyre Avenue, Newark, Delaware 19711.

A Reading Lesson—Its Form and Format

RICHARD D. ROBINSON

Dr. Richard D. Robinson is an assistant professor of education at University of Missouri—Columbia.

When asked, teachers often have a rather vague understanding of how a reading lesson is organized and taught. They may list various approaches or materials but be unable to indicate how they would be used in relation to each other. Many teachers have the mistaken notion that all they need to do to have a successful lesson is complete a certain number of activities. While each in itself may be a valuable experience, it is of little value if there is no relationship to previous learning or future instruction. There needs to be a basic plan or organizational scheme around which all reading activities are based. Although this article deals with reading instruction per se, the outline suggested is equally appropriate for content area instruction at the elementary, junior high, and senior high levels.

The format of the directed reading lesson can be compared to the structural framework of a tall building. The workmen use this skeleton of steel as a foundation on which to construct the building. In the same manner, the teacher of reading bases the many class activities on the framework of the directed reading lesson. An organizational approach of this type does not limit the creativity of the teacher nor does it specify the content of any particular lesson. The directed reading lesson simply indicates the order in which activities should take place and the relationship they have to each other. Factors such as lesson content, length of instructional time, and areas needing review are determined by the teacher.

The following outline is the format of the directed reading lesson. Under each heading are given a number of class activities which are included only as examples of that particular area. No lesson should contain all of the suggested examples as the teacher must design the lesson to fit the particular needs and interests of the students.

Format of the Directed Reading Lesson

I. Develop readiness for the reading lesson
   A. Developing background
      1. Discuss related personal experiences
      2. Connect lesson material with previous class work
      3. Discuss new concepts
      4. Stimulate student questions
      5. Set tone or mood of reading selection
   B. Developing special skills
      1. Examine organizational patterns of lesson (title, headings, subheadings, appendices, etc.)
      2. Discuss maps, graphs, or pictures
   C. Developing new vocabulary
      1. Introduce new words in context (relate this new vocabulary to previous class work and the readiness activities of this lesson)
      2. Utilize pictures or other visual aids to develop new word concepts
      3. Provide opportunity for repetition of new vocabulary (class discussion, word or phrase cards, vocabulary games, etc.)
      4. Check understanding of new words through comprehension questioning and exercises

II. Set purpose for silent reading
   A. Determining objectives for silent reading
      1. Divide selection according to purposes for reading
      2. Discuss purposes with class before silent reading
   B. Selecting a specific purpose
      1. Read for details
      2. Read to answer specific questions
      3. Read to determine sequence of events
      4. Read for main idea
      5. Read to compare and contrast details and ideas
      6. Read to understand directions
      7. Read to determine fact or opinion
      8. Read to give an oral presentation

III. Read selection silently to meet stated purpose
   A. Limit silent reading periods according to the predetermined purposes for reading
   B. Check students' comprehension of the material following each period of silent reading

IV. Discuss silent reading and oral re-reading
   A. Responding to purposes for silent reading
      1. Review purposes for silent reading
      2. Discuss responses to questions (use text as a source for these answers)
      3. Read orally those parts of material needed to substantiate answers

B. Developing oral reading for a purpose
   1. Convey a message to listeners
   2. Read for entertainment (dramatize style, tone or expression)

V. Develop related reading skills based on material from lesson
   A. Review appropriate word analysis skills
      1. Use of structural analysis
      2. Use of context clues
      3. Use of dictionary
   B. Review appropriate comprehension skills
      1. Use of literal comprehension skills
         a. Locate information and facts
         b. Follow sequence of events
         c. Identify characters, places, and names
         d. Follow directions
      2. Use interpretive comprehension skills
         a. Locate primary theme or main idea
         b. Organize personal ideas based on selection
         c. Develop implications or outcomes
         d. Summarize reading passage
      3. Use of critical comprehension skills
         a. Evaluate quality or merit of passage
         b. Identify bias and opinions of author
         c. Note structure and style
   C. Review appropriate study or reference skills
      1. Use of dictionary skills
      2. Use of related library materials
      3. Use of graphic materials

Reading Is Fundamental

Reading Is Fundamental (RIF) is a national program designed to give children a pleasant incentive to read by letting them choose, from a wide variety of inexpensive, attractive paperback books, the ones that interest them, and by letting them keep the books as their own. Most of the children RIF serves have never owned a book.

The national RIF program, in association with the Smithsonian Institution, sets goals and guidelines, provides project development materials and technical assistance to local RIF projects throughout the United States. But the strength of RIF projects lies in their grass-roots involvement, for each community organizes, develops, funds and runs its own program.

For more information write RIF, Smithsonian Institution, Washington D. C. 20560

Happier, . . . ? Wiser, Yes

BYRON D. MOATS

Byron D. Moats is a graduate student in Secondary Education, Kansas State College of Pittsburg.

One of the areas of reading developed in the secondary schools is that of critical reading. In this area propaganda plays an important part in everyday life. As a society we are bombarded day in and day out with propaganda. People who have some knowledge about propaganda are in a much better position to evaluate what comes to them through newspapers, magazines, radio and television. They are more apt to vote intelligently, purchase more wisely, and are less prone to make decisions which they may later regret. Students could benefit greatly from study in this vital area of critical reading.

Some of the students will have never heard of propaganda. If they ever hope to detect and to evaluate propaganda, they must have some background information from which to start. One could get a book on propaganda, prepare a lecture from it, and stand before the class and tell them all about propaganda. The students might be less than thrilled with this introduction to propaganda. However, the book still has its uses. Someone has to have some background in the subject, and the teacher might as well be the propaganda expert. Perhaps a better introduction would come from the things which the students see everyday—magazines, newspapers and television. When the students come into the room, they could find it filled with samples of propaganda from political campaigns, newspapers and magazines. On the back of each sample would be an explanation of what technique of propaganda was being used and how it attempts to sway the individual. The students would be allowed to study as many samples as they wanted. After most of the class had studied a wide variety of the samples, a discussion could be held to determine just what propaganda is and what its uses are. The teacher would guide the discussion and fill in any background information that is missing.

With this background, the students would then be ready to look for examples of propaganda which they could bring to class. Each student would present his example and explain why he felt it was propaganda. The teacher should also bring samples of propaganda

for the students to analyze. The students and the propaganda samples should be carefully matched. The more able students would get subtle propaganda which would be a challenge for them to analyze, while students with less ability would get samples which they could succeed in unlocking. In this way the better students would be stimulated and the other students would not be stymied in their efforts.

Once the students can detect propaganda, the next step is to see if they can apply what they have learned. This could be accomplished by having the students create their own propaganda. They should be able to do this as a class project, such as:

1. The class could put out a newspaper or a magazine. Different sections of the paper appeal to different readers. Therefore, many types of propaganda could be used which would enable all members of the class to work on some sections of the paper or magazine.

2. The class could be a television station and write its own shows. The students of lesser and average ability could produce the commercials for the shows. The students with more ability could write a documentary using propaganda techniques. Editorials would be another area for the more able students to make use of their talents to sway the audience.

3. The class could be a political convention where some of the class could work on campaign buttons, banners and signs. Others could organize spontaneous demonstrations, while the more able students could write the keynote speech and the party platform.

4. The class could have a trial in which several of the members are charged with using propaganda techniques. They must defend themselves against the charges, while the rest of the class presents evidence against them.

5. The class could be a car manufacturer which makes several types of cars. Various ads could be written to promote the cars produced. Different techniques would be used for different cars, since the cars will appeal to various groups of people.

Teachers would be able to think of many more situations in which the students could apply the things they have learned about propaganda. It is most important that they be led to the point where they can apply that knowledge which they have learned. Once the students can do this, they can critically evaluate the mass of propaganda which they see everyday. Understanding propaganda won't necessarily make the students happier, but they will be a little wiser.

Be Quiet, I'm Reading!

VIRGINIA FAYE BRUNNER

Virginia Faye Brunner teaches reading, English, and science and serves as building reading coordinator for the sustained silent reading program at Horace Mann Junior High School in Wichita.

The Friday before any school vacation is usually one of near pandemonium and mild hysteria, especially the final period of the day. But at Horace Mann Junior High School in Wichita, this has not been the case. In fact, 30 minutes of that final period is held in almost complete silence. The program responsible for this phenomenon is known as Sustained Silent Reading, or SSR for economy of expression.

Conceived by Lyman C. Hunt, Jr., of the University of Vermont in 1960, uninterrupted sustained silent reading had as its objective the development of each student's ability to read silently and without interruption for a relatively long period of time. Originally assigned the acronym USSR to gain attention, it quickly gained too much attention and the U was dropped. (McCracken, 1971.)

Development

Reading is a skill and like any other skill, practice and drill are necessary for the development of that skill. Sustained Silent Reading provides the student with the opportunity to practice this reading skill in the privacy of his own mind, without fear of mistakes or embarrassment over his reading difficulties. According to Mork (1972), it also affords him the privilege of reacting to any new concepts that might be presented as he reads.

Rationale

Horace Mann Junior High School is located in a low socio-economic area near the core of Wichita. Multi-racial, the school has been naturally integrated for many years. Many of the students are bilingual, being of Mexican-American descent. As with other low-income area schools, Horace Mann students had reading difficulties. Therefore, academic success was necessarily limited. How

serious these difficulties were was not known until a study made last spring indicated that the average reading level of the student body was sixth grade. With a degree of alarm the faculty was ready for suggestions in regard to elevating the reading levels of its school population. Suggestions included my appointment as the building reading coordinator with additional released time to function as a resource person for the entire faculty. In addition, a staff seminar was offered to the faculty for three hours of graduate credit. The course, in teaching reading skills, placed emphasis on teaching both word-attack skills and comprehension skills in the various disciplines. The most revolutionary suggestion was to experiment with the Sustained Silent Reading program and incorporate it into the daily lesson plans of the faculty.

Implementation

The original guidelines were followed as closely as possible. Only in a few instances were adjustments made necessary. The entire faculty agreed to the time and the guidelines when they were presented by the coordinator.

1. *All students must read silently.* Obviously some students were dilatory about selecting materials but given the alternative of assigned reading, active participation usually came quickly.

2. *All teachers and administrators must read silently.* Seeing adults read a book that they obviously enjoy was often a completely new experience for many students.

3. *Each student is free to bring his own reading materials.* Unfortunately, many of our students did not have access to reading materials in their homes. To help, our teachers cleaned their basements and garages, and begged from neighbors and relatives to gather magazines, classic and junior classic comic books, paperback books, and any other type of reading materials in order to have an adequate supply of reading matter available in the classroom. The student was required to have enough reading matter to keep him/her busy during the entire reading time, to avoid movement about the room which encourages visiting with neighbors.

4. *In all possible instances a timer is used.* This prevented the reluctant reader from becoming a clock-watcher. It also allowed the teacher to become engrossed in his own reading.

5. *No reports, either written or oral, are required.* Reading for pleasure and improved silent reading skills are the goals desired in Sustained Silent Reading. Often a natural flow of discussion would begin. The teacher often encouraged this by occasionally sharing an idea or a paragraph from his reading. New ideas introduced this way often spawned many lively discussions.

With these guidelines in hand the faculty became immersed in Sustained Silent Reading at Horace Mann.

Scheduling

Reading times were scheduled for first hour on Monday, second hour on Tuesday, third hour on Wednesday, fifth hour on Thursday, and sixth hour on Friday. The fourth hour was eliminated because of the lunch schedule. With students moving through the halls throughout this hour, sustaining silence was impossible!

Enough time was allowed at the beginning of each reading period for the teacher to take care of the roll, to make announcements, and to allow the students to make their reading selections and get settled down at their desks. The teacher then announced the official starting time, set the timer, and began his own reading. The minimum reading time agreed to by the faculty for the program's initiation was ten minutes. Within six weeks the minimum had risen to thirty minutes with many classes reading as much as forty-five minutes. A few had increased their time to a full class period.

Results

I now ask your indulgence as I slip into the role of an eye-witness reporter. Imagine, if you please, a girls' and a boys' physical education class properly separated by a ceiling-high partition. Normally you would be hearing the shouts of excitement and vocal strains of physical exertion. But on this particular day, both the boys and the girls are reading silently. Dressed in their gym clothes, stretched out on the floor, leaning against the wall, or curled up on bleachers, these students are demonstrating what every other student in the school is doing at that particular time of that particular day, practicing their silent reading skills.

Walk by a shop class and see ninth-grade boys bending over a book or magazine. Watch the typing class pushed back from their typewriters, busily devouring the contents of their chosen reading materials. Check the math classes, the band class, the vocal music classes, and the art classes. All are participating. Peek in the library and watch the proctors reading, or walk past the office and see office aides and administrators stopping their work to enjoy the contents of the material in hand.

Allow me now to offer several vignettes of true experiences as observed and reported since Horace Mann accepted SSR.

• A local school official had visited Horace Mann twice in a relatively short period of time. The first time he was there the SSR program had not begun and the usual hustle and bustle of school life abounded. On his second visit, his arrival happened to coincide with the beginning of that particular day's SSR period. His description: "The silence was eerie! Even the principal was reading."

• A substitute teacher, new to the building, had threatened to take away a class's SSR period if it did not get quiet. The class quickly settled down and she had no more discipline problems with it.

• The students at Horace Mann are given the option of spending any time they have remaining in their lunch period in the gym. They are permitted to play basketball, volleyball, ping-pong, shuffleboard, or they may dance. If they choose not to go to the gym, then they are allowed to go outside if the elements are favorable. Many of these students choose to remain in the cafeteria in order to read. Several even take their books to the gym to read, and some carry them to a favorite comfortable spot outside.

• One of our English teachers sold 21 paperback books during the month of September. In October her sales jumped to 63 books and have continued high throughout the year.

• A seventh-grade science teacher placed students' orders for paperback books for an amount totaling $53.00 during the month of March. When these books are usually less than 75 cents, that order represented a large number of books.

• Members of the reading department have just completed the posttesting of several sections of seventh-grade English students who had spent part of the first nine weeks in developmental reading in the reading laboratory. While tabulating the results, the reading instructors discovered that 97% of the students tested showed grade level reading improvement of at least one grade, and many demonstrated two or three grades improvement.

Has the Sustained Silent Reading program been responsible for these improvements and this new enthusiasm? Winton Crown, principal at Horace Mann, stated, "I feel there is a very definite impact on the reading skills of the students. I feel that SSR is entitled to the credit and praise it has received thus far."

Evaluation

The entire faculty at Horace Mann has cooperated with the coordinator and the SSR program. However, this cooperation has been offered with varying degrees of enthusiasm. Some instructors of less academic subjects have needed the pressure of their peers and their students to keep them involved in SSR. These instructors

were reluctant to give their class time to reading, which they felt was not an integral part of their disciplines. It has been my personal observation that for these instructors experience was certainly the best teacher.

It would be unfair to suggest to you that all of the students were reading all of the time every day. But it is true that the few who are not reading on any certain day do respect the right of the others in the class to enjoy reading.

Conclusions

The Sustained Silent Reading program will continue at Horace Mann the next academic year. With positive steps obviously being taken toward the goal of improving the reading level of our students, with the interest of other schools in the system turned toward our SSR program, and with the new awareness of the pleasures of reading now being born in our students, we must continue! Our staff strongly suspects that these few minutes of silence during the day serve a dual purpose. First, the reading skills of these adolescents are receiving practice. Secondly, these same adolescents have a time to sit down and collect their thoughts. The emotional and physical development of these students produces an inner turmoil and struggle that necessitates an occasional time-out from the stresses of the day.

References

McCracken, R. A. Initiating sustained silent reading. *Journal of Reading*, 1971, 14, 521-524, 582-584.

Mork, T. A. Sustained silent reading in the classroom. *The Reading Teacher*, 1972, 25, 438-441.

Wichita to Host Fall Conference

The Seventh Annual Wichita Reading Conference is scheduled for October 13 at Wilbur Junior High School in Wichita. The conference is cosponsored by the Wichita Council of IRA, the Curriculum Division of Wichita Public Schools, and Kansas Right-to-Read program.

More specific information will be disseminated as it is made available.

Book Reviews

Teaching Reading in the Content Areas by Harold L. Herber, published by Prentice-Hall, 1970.

Teaching students to learn, not by rote memorization of facts, but by acquiring knowledge of how to interpret the facts with which they are confronted is a central theme of Herber's book. Because of the information explosion, it is impossible to teach all the facts, and even if one could they might be outdated before a student had a chance to use them. Herber feels that most teachers teach the way they were taught in school, not the way they were taught to teach. He attempts to break down the practice of using old methods to attack new problems. An asumption made by many teachers teaching in content areas is that the student already has the necessary reading skills. His book is a guide for teachers in content areas who want to teach reading and study skills along with content. He gives practical asistance by providing study guides' materials with the chapters used in specific content areas. Reading and reasoning guides are provided for English, social studies, mathematics and science. Herber's book would seem to be a practical book for elementary and secondary teachers.

Mollie Teeman

Reading in the secondary classroom by R. C. Aukerman, published by McGraw-Hill, Inc., 1972.

In the preface, Aukerman states that *Reading in the secondary classroom* is a book for the secondary teacher. The objective of the book is to improve learning in the content areas and as such is not concerned with remedial reading or teaching how to read. Aukerman's book concentrates on the skills and refinements that are needed for the secondary school student to read successfully.

Information and methods helpful to classroom teachers can be found throughout the book. Aukerman shows methods to determine the reading levels of students which are invaluable when finding materials to match the reading ability of the students. He shows how texts are most often organized and the reading problems that can arise from some of the patterns of organization. Ways to find the readibility of texts are given.

The book fills a need for the classroom teacher who often is at a loss over the solutions to the problems presented by reading in his classroom. At times Aukerman seems repetitious, especially in the chapters on content areas, however, taken as a whole his book is a useful tool for the classroom teacher.

Byron Moats

Remedial Reading Material for Junior and Senior High School Students

NANCY LYNN HALL

Nancy Lynn Hall is a remedial English teacher at Fort Scott Junior High School.

Editor's Note:

The author has compiled a list of materials teacher-tested in her classroom. They have been divided into two major categories: (1) high interest-low vocabulary materials and (2) supplementary, enrichment, and skill building programs. Listings are alphabetically arranged by publisher in the first section; the interest levels as well as the reading levels are included for each type of material in both sections.

I. High interest-low vocabulary books for junior and senior high students

A. Benefic Press
10300 W. Roosevelt Rd.
Westchester, Ill. 60153
Reading level: 4-5, Interest Level: 4-9

1. Afro-American studies
   a. Afro-American contributors to American life
   b. The progress of the Afro-American
2. Basic concepts series
   a. How maps and globes help us
   b. How charts and drawings help us
   c. How reference resources help us
   d. How money and credit help us
   e. How people live in China
   f. How people live in Canada
   g. How people live in India
   h. How people live in Central America
   i. How people live in Africa
   j. How people live in Japan
   k. How people live in Brazil
   l. How people live in Mexico
   m. How people live in Argentina and Chile
   n. How people live in Ancient Greece and Rome
   o. How people live in the Middle Ages
   p. How people live in the USSR

q. How man began
r. How people live in the Middle East
s. How the new world was discovered
t. How the new world was discovered
u. How our government began
v. How documents preserve freedom
w. How school aids democracy
x. How the American economic system functions

3. Living things
   a. Plant structure
   b. Plant functions
   c. Insects
   d. Fish
   e. Birds
   f. Amphibians and reptiles
   g. Mammals
   h. The human body

4. Earth and the universe
   a. Air
   b. Oceanography
   c. Water
   d. Rocks and minerals
   e. Weather and climate
   f. Our changing earth
   g. Our solar system
   h. Beyond the solar system

5. Matter and machines
   a. Machines
   b. Light
   c. Electricity
   d. Sound
   e. Heat
   f. Magnets and electromagnets
   g. Rockets and satellites
   h. Chemistry

6. Special series titles
   a. Science through experiments
   b. Science and the scientist

7. What is it series
   a. What is air
   b. What is an atom
   c. What is a bee
   d. What is a cell
   e. What is a dinosaur
   f. What is electricity
   g. What is electronic communication
   h. What is energy
   i. What is gravity
   j. What is heat

k. What is a human
l. What is an insect
m. What is a machine
n. What is matter
o. What is a reptile
p. What is a rock
q. What is soil
r. What is a solar system
s. What is sound
t. What is space
u. What is a star
v. What is water
w. What is weather

B. Doubleday & Co., Inc.
School & Library Division
Garden City, N. Y. 11530

Doubleday Signal Books
Reading level: 4, Interest level: 7-12

1. Adventure in Alaska
2. Adventure in deepmore cave
3. Arthur Ashe: tennis champion
4. Austin of the Air Force
5. Baseball bonus kid
6. Baseball spark plug
7. Big band
8. Black soldier
9. Blast-off
10. Blood red belt
11. Bonnie
12. Carol Heiss: Olympic queen
13. Cathy and Lisette
14. Civil was a sailor
15. Climb to the top
16. Dance
17. Dinny and dreamdust
18. Dust track danger
19. Donna Devarona
20. Double trouble
21. Evans of the Army
22. Fast ball pitcher
23. Fear rides high
24. First lady of India
25. Fishing fleet boy
26. Football fury
27. Footlights for Jean
28. Gang girl
29. Ghosts of Lee House
30. Jimmy Harris on stage
31. Going, going, gone

32. Gracie
33. Green light for Sandy
34. High Packett, jumping center
35. Hot rod thursday
36. High school drop-out
37. Jack Wade, fighter for liberty
38. Jungle secret
39. Julie North, drum majorette
40. Kendall of the Coast Guard
41. Kid from Cuba
42. Lightning on ice
43. Long reach
44. Martin Luther King
45. Mystery at land's end
46. Mystery of blue star lodge
47. Mystery of the flooded mine
48. Mystery of hidden harbor
49. Mystery of the inside room
50. Mystery of the third-hand shop
51. Nancy Kimball, [illegible]
52. [illegible] Dunlap [illegible] medic
53. [illegible] Pole
54. [illegible] in training
55. [illegible] Cave scrambler
56. Force of the Storm
57. Pro football rookie
58. Queen of England
59. Roar of engines
60. Rodeo roundup
61. Runaway town
62. Scandal of the sub service
63. Sea treasure
64. Second year nurse
65. Ski girl
66. Ski patrol
67. Summer to remember
68. Three cheers for Polly
69. Three who dared
70. Tommy Davis story
71. Trapped in space
72. Trouble at Mercy Hospital
73. TV dancer
74. Twas a Black Panther
75. Loser
76. Mighty hard road
77. Service in the Peace Corps
78. Shirley Chisholm
79. Truth about drugs

C. Fearon Publishers
Lear Siegler, Inc.
Educational Division
6 Davis Drive
Belmont, Cal. 94002

Interest level—Grades 7-10

	Reading level
1. Pacemaker fiction	
a. The five on the first floor	2.0
b. The clubhouse mystery	2.1
c. Catch Tom Rudd	2.2
d. The haunted house	2.2
e. Over the rickety fence	2.2
f. The man without a memory	2.3
g. Treasure in the ruins	2.2
h. A bomb in the submarine	2.3
i. A gun from nowhere	2.3
j. Adventure in the snow	2.4
k. Ride on a rainy afternoon	2.4
l. Mystery at camp sunshine	2.6
m. Uncle Bill comes home	2.2
n. The strange artist	2.0
o. Island adventure	2.2
p. Trail to adventure	2.2
q. Mystery cottage	2.2
r. Around the town	2.1
s. By the sea; three short stories	2.0
t. Around home; three short stories	1.9
u. Devil rock	2.1
v. Night adventure	1.9
w. Robbery at Blairs	2.1
x. Trouble on the farm	2.0
2. Vocational and instructional	
a. Eddie in school	2.2
b. Getting a job	3.6
c. Jerry works in a service station	2.2
d. Measure up	2.7
e. Money makes sense	2.8
f. Planning meals and shopping	2.5
g. Plans for living: your guide to health and safety	2.8
h. Time and telling time	2.9
i. To be a good American (4 text workbooks)	3.3-3.9
j. Using dollars and sense	3.6
k. You and your world	2.3
3. Pacemaker classics	
a. The jungle book	
b. The last of the Mohicans	

c. The moonstone 2.8
d. Robinson Crusoe 2.5
e. Treasure Island 2.5
f. Two years before the mast

4. Pacemaker adventures in space
Reading level—2.5-3.5
a. Moonlight—3 books
b. Journey to Mars—3 books
c. Red planet—3 books

5. Pacemaker true adventures
a. Tales of animals 2.3
b. Tales of escape 2.3
c. Tales of flying 2.0
d. Tales of shipwreck 2.5

D. Field Educational Publications, Inc.
609 Mission St.
San Francisco, Cal. 94105

	Reading level	Interest level
1. The kaleidoscope readers		
a. Two blades of grass	3	7-12
b. Three o'clock courage	4	7-12
c. Four corners of the sky	5	7-12
d. Five words long	6	7-12
e. Six impossible things	7	7-12
f. Seven is a handy figure	8	7-12
g. The eighth day of the week	9	7-12
h. Placement inventory	9	7-12
2. The checkered flag series		
a. Wheels	2.4	6-12
b. Riddler	2.5	6-12
c. Bearcat	2.5	6-12
d. Suredrop	2.6	6-12
e. Scramble	3.0	6-12
f. Flea	3.5	6-12
g. Grand Prix	4.0	6-12
h. 500	4.5	6-12
3. Happenings		
a. Chili peppers	4.2	7-12
b. Rancho Valle rebels	4.2	7-12
c. Rat trap	4.3	7-12
d. Joker's wild	4.6	7-12
4. The morgan bay mysteries		
a. The mystery of morgan castle	2.3	4-10
b. The mystery of the marble angel	2.6	4-10
c. The mystery of the missing marlin	3.5	4-10
d. The mystery of the midnight visitor	3.2	4-10

e. The mystery of the musical ghost	3.5	4-10
f. The mystery of the marauder's gold	3.9	4-10
g. The mystery of the myrmidon's journey	4.1	4-10
5. The wildlife adventure series		
a. Gatie the alligator	2.6	3-8
b. Sleeky the otter	2.8	3-8
c. Kipper the dolphin	3.0	3-8
d. Tawny the mountain lion	3.2	3-8
e. Bounder the jackrabbit	3.5	3-8
f. Thor the moose	3.6	3-8
g. Ruff the wolf	3.7	3-8
h. Arctos the grizzly	4.4	3-8
6. The deep-sea adventure series		
a. The sea hunt	1.8	3-10
b. Treasure under the sea	2.1	3-10
c. Submarine rescue	2.4	3-10
d. The pearl divers	2.8	3-10
e. Frogmen in action	3.1	3-10
f. Danger below	4.4	3-10
g. Whale hunt	4.7	3-10
h. Rocket divers	4.0	3-10
7. The Americans all series		
a. Chumash boy	4.4	3-8
b. The magic door	4.4	3-8
c. China boy	4.4	3-8
d. Stranger at cherry hill	4.4	3-8
e. Vikings of the plow	4.4	3-8
f. Road for Rudi	4.4	3-8
g. King's son	4.4	3-8
h. Island boy	4.4	3-8

E. Henry Z. Walch, Inc.
19 Union Square West
New York, N. Y.

High interest-low vocabulary Walch books for older slow readers.—grades 4-8.

1. Fiction
   a. Bats and balls
   b. The day the spaceship landed
   c. Guards for Matt
   d. Mystery guest at left end
   e. The perfect pitch
   f. Quarterback's aim
   g. Rough ice
   h. Shot-put challenge
   i. Shrimp's soccer goal
   j. The spaceship returns
   k. The trouble with Francis

l. Look at cars
m. Look at guns
n. Look at the Army

2. Non-fiction
a. Blue and white abroad
b. Championship trail
c. Earl the pearl
d. The gasoline buggy of the Duryea brothers
e. Grand Prix at the glen
f. Joe Namath, superstar
g. Let's go, Yaz
h. The remarkable ride of the Abernathy boys
i. Road race round the world
j. Road racing
k. Sports cars
l. The steam cars of the Stanley twins
m. Stock car racing
n. Thirty-one and six

II. Supplementary, enrichment, and skill-building programs and materials.

A. *Breakthrough!*
Four paperback books for upper-grade students who have failed with basic reading programs.
Allyn & Bacon
Rockleigh, New Jersey 07647

B. *Singer Programs*
1. The Singer/Random House literature series
2. The Random House reading program
3. Reading skillpacers
4. Mission: read
Random House/Singer
School Division
201 E. 50th Street
New York, New York 10022

C. *Project read*
To increase reading abilities of students, grades K-12. *Project read* combines textbooks, tests, and other teaching; preservice and inservice training programs; parent-community involvement programs. Based on M. W. Sullivan's extensive study of reading problems.
Behavioral Research Laboratories
866 United Nations Plaza
New York, New York 10017

D. *Dolch four-step reading program*
57 books graded in reading difficulty. Reading level 1-4, interest level 1-8. For supplementary and recreational reading.
Garrad Publishing Co.
1607 North Market Street
Champaign, Illinois 61820

E. *American adventure series*
22 stories about American heroes for reluctant readers, interest through high school, especially boys.
Harper & Row, Publishers
49 E. 33rd Street
New York, New York 10016

F. *Be a better reader series*
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

G. *Open highways program*
For slow-starting students, grades 1-8, who need a special approach. Allows each student to move at his own pace. Includes workbook and resource material.
Scott, Foresman & Co.
Glenview, Illinois 60025

H. *Bowmar reading incentive program*
Filmstrips, books, records. A mature style with controlled vocabulary starting at third-grade level. Some titles: *Horses, Dune buggies, Custom cars, Motorcycles, Drag racing.*
Bowmar
622 Rodier Drive
Glendale, California 91201

I. *Reading for concepts*
High interest stories to help reluctant readers increase comprehension skills, particularly drawing conclusion and making inferences.
Webster Division
McGraw Hill Book Company
Manchester Road
Manchester, Missouri 63011

J. *Scope Skills*
Exercise books to introduce skills to underachievers. 4-6 grade reading level, senior high interest level.
Trackdown—language skills
Wide World—reading skills
Dimensions—reading skills
Spotlight—reading skills
Sprint—speed reading skills
Across and down—word skills
Word puzzles and mysteries—word skills
Count down—study skills
Jobs in your future—job skills
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

K. *Webster classroom reading clinic*
A comprehensive kit to correct reading difficulties, 4-9. A variety of remedial materials for independent use or with teacher help.
Webster Division
McGraw Hill Book Company
Manchester Road
Manchester, Missouri 63011

L. *Building reading power*
Programmed course for low reading ability students, about fifth grade level.
Charles E. Merrill Publishing Company

M. *Reader's Digest reading skill builders*
1. Intermediate program, levels 2-6: 51 books
2. Advanced program, levels 4-10: 46 books
3. Individual audio lessons—cassettes, reel-to-reel, 12" L. P. Record
   a. A Man, a cave, and a dream/Wendell
   b. I bailed out/America thanks you
4. Practice pads—intermediate and advanced
   Reader's Digest Services, Inc.
   Educational Division
   Pleasantville, N. Y. 10570

N. *Action*
Comprehensive reading program for secondary students reading below fourth-grade level.
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

O. *Vocabulab II*
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

P. *Reading attainment system*
Reading laboratory for junior high and high school students reading at 3.0 to 4.5 level. The material was especially developed to appeal to student interest.
Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Q. *Reading success series*
Basic skills books prepared especially for problem readers age 10-16. Include high interest topics such as swimming, folk singing, baseball.
American Education Publications
Education Center
Columbus, Ohio 43216

R. *Perceptametic reading series materials*
Kits at 8 levels for use with tachistoscopic projector to reinforce vocabulary skills and develop work attack skills.
Remedial reading program
A program on tape plus workbook and textbooks.
Rhiem Califone
5922 Bowcraft Street
Los Angeles, California 90016

S. *Hoffman language arts and phonics program*
Components include projector with sound system and viewing screen, study and achievement units on filmstrip and records, student answer books, headphones, and junction box.
Hoffman Information Systems
5623 Peck Road
Arcadia, California 91006

T. *Readmaster program materials*
A programmed reading machine that acts as accelerator, tachistoscope and pacer. Has programs in perception, phonics, vocabulary, speedreading.
Ken-a-Vision
5615 Raytown Road
Kansas City, Missouri

U. *Phase reading development program*
10 16 mm films containing 260 different length phrases to help increase reading rate and comprehension.
Journal Films, Inc.

V. *Skill building reading films*
Films for intermediate grades through senior high on reading growth and improvement.
Coronet Films
65 E. South Water Street
Chicago, Illinois 60601

W. *Audio reading progress*
Instruction tapes in phonics, comprehension, word analysis, vocabulary, study skills.
Educational Progress Corp.
8539 E. 41st Street
Tulsa, Oklahoma 74145

X. *SRA reading laboratory series:* synchroteach reel-to-reel and cassette tapes.
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Y. *New graded word phrases*
Filmstrips for tachistoscopic training. To aid students in developing sight words, increasing vocabulary, training in word analysis.